

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20006-5651 DUAL ENROLLMENT PROGRAMS AND COURSES FOR HIGH SCHOOL STUDENTS POSTSECONDARY EDUCATION QUICK INFORMATION SYSTEM	FORM APPROVED O.M.B. No.: 1850-0733 EXPIRATION DATE: 09/2006
This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely.	

Definition of Dual Enrollment

For the purposes of this survey, dual enrollment refers to high school students who earn college credits for courses taken through a postsecondary institution. Different institutions have different names for dual enrollment, including "dual credit," "concurrent enrollment," "joint enrollment," etc. Please use the definition provided here when completing the survey, regardless of how your institution refers to high school students taking college-level courses. Please note that:

- Courses may be part of a dual enrollment program, or courses may be taken by students *outside* of any such program.
 - **"Dual enrollment program"** is defined here as an organized system with special guidelines that allow high school students to take college level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on coursetaking, and so on.
 - High school students who simply enroll in courses through your institution, and are treated as regular college students, should *not* be considered as participating in a dual enrollment program.
- Credit for courses may be earned at both the high school and college level simultaneously or only at the college level. Credit may be earned immediately or upon enrollment at your institution after high school graduation.
- Courses may be taught on a college campus, on a high school campus, or at some other location.

The time frame for this survey is the 2002-03 12-month academic year, including courses taken during summer sessions. Do not include information about summer bridge programs for students who had already graduated from high school.

This survey should be completed by the person(s) most knowledgeable about dual enrollment at your institution.

IF ABOVE INSTITUTION INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of person completing form: _____ Telephone: _____

Title/position: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO: WESTAT Attention: 7166.30-Kleiner 1650 Research Boulevard Rockville, Maryland 20850	IF YOU HAVE ANY QUESTIONS, CONTACT: Brian Kleiner 800-937-8281, ext. 4469 or 301-294-4469 Fax: 800-254-0984 E-mail: BrianKleiner@westat.com
--	---

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006

1. During the 2002–03 12-month academic year, did any high school students take courses for college credit through your institution? (*This may include students who took courses within a dual enrollment program or on their own, outside of any program—see definition on the front of the survey.*)

Yes 1 (*Continue with question 2.*) No 2 (*Stop. Complete respondent section on front and return survey.*)

2. During the 2002–03 12-month academic year, did any high school students take college-level courses through your institution *outside* of any dual enrollment program? (*These are generally high school students who simply enroll in and pay for college courses on their own and are treated the same as regular college students. See definition.*)

Yes 1 (*Continue with question 3.*) No 2 (*Skip to question 4.*)

3. During the 2002–03 12-month academic year, how many high school students took college-level courses through your institution outside of any dual enrollment program? (*Please provide unduplicated head counts, i.e., do not count students more than once if they took more than one course.*)

_____ Number of students

College-Level Courses Taken by High School Students Through Your Institution's Dual Enrollment Program(s)

- “Dual enrollment program” is defined here as an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on coursetaking, and so on.
- High school students who simply enroll in courses through your institution, and are treated as regular college students, should not be considered as participating in a dual enrollment program.

4. During the 2002–03 12-month academic year, did any high school students take courses for college credit through your institution that were part of a *dual enrollment program*? (*See definition.*)

Yes 1 (*Continue with question 5.*) No 2 (*Stop. Complete respondent section on front and return survey.*)

5. During the 2002–03 12-month academic year, how many high school students took college-level courses in the dual enrollment program(s) through your institution? (*Please provide unduplicated head counts, i.e., do not count students more than once if they took more than one course.*)

_____ Number of students

6. Did the high school students who took courses for college credit in the dual enrollment program(s) also receive credit at the high school level for those courses? (*Circle only one.*)

Yes	1
No	2
It varied	3
Don't know	4

7. Where were the courses that were taken by high school students in the dual enrollment program(s) taught? (*Circle one on each line.*)

	Yes	No
a. Your college campus	1	2
b. A high school campus.....	1	2
c. Some other location(s) (<i>specify</i>)	1	2

If you answered “yes” to 7b (“a high school campus”), then continue with question 8. If not, skip to question 10.

8. Who were the instructors of the college-level courses in the dual enrollment program(s) that were taught on a high school campus? (*Consider a high school instructor as someone primarily employed by a school district, and a college instructor as someone primarily employed by your institution.*) (*Circle only one.*)

College instructors only	1 (<i>Skip to question 10.</i>)
High school instructors only.....	2 (<i>Continue with question 9.</i>)
Both high school and college instructors.....	3 (<i>Continue with question 9.</i>)

9. How did the minimum qualifications for high school instructors who taught college-level courses as part of the dual enrollment program(s) compare to those required for college instructors at your institution? (*Circle only one.*)

The same as those required for college instructors 1
Different than those required for college instructors..... 2
There was no set policy with respect to minimum qualifications 3
It varied 4

10. Which of the following most closely resembles the typical pattern of high school enrollments in the dual enrollment program(s)? (*A course is equivalent to 3 or 4 credits. An academic term could be a semester, quarter, or trimester.*) (*Circle only one.*)

High school students took one college course per academic term 1
High school students took two college courses per academic term..... 2
High school students took three or more college courses per academic term..... 3
The number of college courses high school students took varied considerably 4
Some other pattern (*specify*) 5

11. What was the maximum number of courses per academic term (e.g., semester, quarter) a high school student was allowed to take as part of the dual enrollment program(s)? (*Circle only one.*)

One course per academic term 1
Two courses per academic term 2
Three or more courses per academic term 3
No maximum number per academic term 4

12. When were high school students generally awarded college credit for courses taken through the dual enrollment program(s)? (*Circle only one.*)

Immediately upon completion of courses 1
Upon enrolling at your institution after high school graduation 2
Other (*specify*) 3

13. Were there academic eligibility requirements for high school students to participate in your institution's dual enrollment program(s)?

Yes 1 (*Continue with question 14.*) No 2 (*Skip to question 17.*)

14. What were the academic eligibility requirements for high school students to participate in your institution's dual enrollment program(s)? (*Circle one on each line.*)

	Yes	No
a. Minimum high school grade point average.....	1	2
b. Minimum score on a standardized test, such as the SAT.....	1	2
c. Minimum high school class rank.....	1	2
d. Passing a college placement test given by your institution.....	1	2
e. Some other requirement(s) (<i>specify</i>).....	1	2

If you answered "yes" to 14a (a minimum GPA), then continue with question 15. If not, skip to question 16.

15. What was the minimum high school GPA (*on a 4-point scale*) required by your institution for high school students to take courses in the dual enrollment program(s)? (*Circle only one.*)

Between 1.75 and 2.24..... 1
Between 2.25 and 2.74..... 2
Between 2.75 and 3.24..... 3
Between 3.25 and 3.74..... 4
3.75 or above..... 5
It varied 6

16. Were the academic requirements for high school students to be eligible to participate in your institution's dual enrollment program(s) the same or different than your institution's admissions standards for regular college students? (*Circle only one.*)

The same..... 1 Different..... 2

17. Which grade levels of high school students were eligible to take college-level courses as part of the dual enrollment program(s)? (*If you had more than one program, include grade levels across all programs.*) (*Circle all that apply.*)

9th 10th 11th 12th Some other grade(s) (*specify*).....

18. Was the curriculum (i.e., syllabus, books, exams, course length) for the college-level courses taken by high school students as part of the dual enrollment program(s) specially designed for high school students, or was it the same as for regular college students? (*Circle only one.*)
- | | |
|---|---|
| Specially designed for high school students | 1 |
| The same as for regular college students | 2 |
| It varied | 3 |
19. Which sources paid tuition for the college-level courses taken by high school students in the dual enrollment program(s)? (*Circle one on each line.*)
- | | Yes | No |
|--|-----|----|
| a. Your institution (including both your institution's contributions and/or tuition waivers) | 1 | 2 |
| b. The state | 1 | 2 |
| c. High schools/public school districts | 1 | 2 |
| d. Parents/students | 1 | 2 |
| e. Some other source(s) (<i>specify</i>) | 1 | 2 |
20. What did high school students (and their parents) generally pay out of pocket for college-level courses taken in the dual enrollment program(s)? (*Circle only one.*)
- | | |
|---|---|
| Full tuition | 1 |
| Partial tuition | 2 |
| Books and/or fees only | 3 |
| Nothing—tuition, books, and fees were paid in full by other sources | 4 |
| It varied | 5 |
21. During the 2002–03 12-month academic year, did your institution have a formal dual enrollment program geared specifically toward high school students who were at risk of educational failure? (*This program may have been included in dual enrollment programs already covered above. Only include programs in which at-risk high school students could earn college credit for courses taken.*)
- Yes 1 (*Continue with question 22.*) No 2 (*Stop. Complete respondent section on front and return survey.*)
22. During the 2002–03 12-month academic year, how many at-risk high school students were enrolled in that dual enrollment program? _____ Number of students
23. What was the **primary** focus of the dual enrollment program for at-risk high school students? (*Circle only one.*)
- | | |
|---|---|
| Academic (e.g., mathematics, English, social studies, foreign languages) | 1 |
| Career/technical (e.g., computer systems networking, culinary arts, metallurgy) | 2 |
| Equally academic and career/technical | 3 |
| Some other primary focus (<i>specify</i>) | 4 |
24. Which of the following most closely resembles the typical pattern of enrollments in the dual enrollment program for at-risk high school students? (*An academic term could be a semester, quarter, or trimester.*) (*Circle only one.*)
- | | |
|---|---|
| High school students took one college course per academic term | 1 |
| High school students took two college courses per academic term | 2 |
| High school students took three or more college courses per academic term | 3 |
| The number of college courses high school students took varied considerably | 4 |
25. Did your institution provide extra support services specifically for the at-risk high school students in the dual enrollment program (e.g., tutoring, academic advising, study skills workshops, precollege counseling)? (*Only include support services beyond those usually provided to students taking courses through your institution.*)
- Yes 1 (*Continue with question 26.*) No 2 (*Stop. Complete respondent section on front and return survey.*)
26. What extra support services were specifically offered to the at-risk high school students in the dual enrollment program? (*Only include support services beyond those usually provided to students taking courses through your institution.*) (*Circle one on each line.*)
- | | Yes | No |
|---|-----|----|
| a. Tutoring | 1 | 2 |
| b. Academic advising | 1 | 2 |
| c. Study skills workshops | 1 | 2 |
| d. College application/selection counseling | 1 | 2 |
| e. Financial aid counseling | 1 | 2 |
| f. Some other support service(s) (<i>specify</i>) | 1 | 2 |